DOCUMENT RESUME

ED 222 429 SO 014 326

AUTHOR Cox, C. Benjamin; And Others
TITLE A Study of the Effects of Pairing Social Studies Student Teachers.
PUB DATE 81
NOTE 46p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Cooperating Teachers; Educational Research; Elementary Secondary Education; Higher Education; *Peer Relationship; *Professional Development; Social Studies; *Student Teachers; *Student Teaching; Teacher Education; *Team Teaching

ABSTRACT

Social studies student teachers were paired with a single cooperating teacher to determine whether peer interaction enhances professional development. Of the 10 students involved in the study, 6 were paired and 4 were assigned in the traditional manner, i.e., one student teacher with one cooperating teacher. Each paired student taught two classes independently while the partner assisted with planning and observing the classroom. In addition, each pair taught one class as a team. Traditionally placed student teachers taught at least three classes with the possibility of assuming the entire work load of the cooperating teacher. Measurements included ego concern, diversity of techniques employed, amount of reflectivity in professional talk (as monitored by tape-recorded sessions), and pupil perception of teaching effectiveness. Results indicated that pairing encourages variety and experimentation. Also, pairs substituted conferences with each other for conferences with their cooperating teachers without noticeable ill effects. However, personal and philosophical compatability between paired student teachers must be taken into account. General findings indicated that cooperating and student teachers approach teaching as a craft and that student teachers see a stronger connection between their subject matter courses and student teaching than between their professional courses and student teaching. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED222429

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
C Benjamin Cox

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A STUDY OF THE EFFECTS OF PAIRING SOCIAL STUDIES STUDENT TEACHERS

1981

BY

C. Benjamin Cox
William D. Johnson
George Wood

SO 014 326

INTRODUCTION: STUDENT TEACHING

Typically, teacher education institutions devote the bulk of their preparation programs to classroom presentations designed to enable graduates to assume effectively the duties of a classroom teacher. Apparently, this emphasis upon knowledge acquisition by prospective teachers is based on the assumption that these student teachers will be able to apply this storehouse of knowledge effectively when they begin teaching. However, frequently these young teachers have great difficulty in translating the knowledge they have accumulated into practice (Galloway and Mulhern, 1973; Blair, 1978).

The vehicle used by teacher education institutions to facilitate the transfer of knowledge to effective practice is student teaching.

However, rather than offering the fledgling teacher a structure for reflective application of varied teaching methods and techniques, student teaching may provide only a socialization period in which the student imitates the approaches and behaviors already in use at the site.

> . . . as we all know, experience though it may be the best teacher, is often insufficient to stimulate continued growth. To achieve that end we must not just have experience; we must benefit from it. This means we must reflect on what happens to us, ponder it, and make sense of it -- a process that in turn requires a certain distancing from the immediate press of reality . . . What is needed, therefore, is both the time and the tolls for the teacher to conceptualize his experience, to imbue it with personal meaning in a way that alters his way of looking at his world and acting on it (Jackson, 1971, p. 28) (emphasis his).

Based on his review of available research, Zeichner (1980) reports, "Student teaching as it is now constituted . . . appears to contribute to the undesirable condition of 'reflexive conservatism' (uncritical acceptance of the status quo)" (p.3). Further, Ziechner and Tabachnick (1981) report teacher education institutions assist this unreflective

approach by working together with schools "to provide a powerful conservative force for defending existing institutional arrangements from close scrutiny and challenge" (p. 9). Hence, attention to the primary vehicle for facilitating the transition from education student to classroom teacher seems warranted.

With this in mind, a project was launched in the fall of 1980 at the University of Illinois to discover what effects alternative student teacher placement patterns would have upon student teacher behaviors. The primary concern was whether or not student teachers, when placed in an arrangement that encouraged collegial consultation, would become more reflective practitioners. The overall context of this research, the particulars of the alternative placement option, the research methodology, and findings are the foci of this paper.

THE UIUC TEACHER EDUCATION PROGRAM

Teacher education at the University of Illinois has been significantly broadened to include pre-student teaching field experiences. In response to a mandate by the state of Illinois that all pre-service teachers have 100 hours of Early Field Experience (EFE) prior to student teaching, a course sequence was developed to include field work in teacher preparation. Before students enter the teacher preparation curriculum, they are required to take an introductory field experience seminar which includes 10 hours of field observation during the second semester of their sophomore year. After this experience, prospective teacher candidates still exhibiting a desire to teach are moved into a sequence of professional courses starting in the first semester of the junior year.

During the first semester of the junior year, students take a subject-matter-specific theory course, e.g., "Introduction to the Teaching of Social

Studies," coupled with a seminar and a two-hour a week field placement with a teacher in their subject matter area and student age range, e.g., social studies, history, economics, etc. in a middle school, junior high school, or high school. The function of the seminar is to relate the theoretical material from the course to the actual practice of teachers in the field. During the second semester of the junior year, a similar pattern is followed with a "School and Society" course. This course, designed to promote the understanding of schools as a social institution, is coupled with a field experience which focuses upon a variety of social and political concerns teachers face. The field placement includes work with school administration, school boards, teacher unions, special education, professional development, and extracurricular activities.

During the first semester of the students' senior year, a course in "General Methods" features micro teaching in the Teaching Techniques Laboratory in which a variety of methods and classroom techniques are practiced with small groups of students, video-taped, and reviewed with an experienced member of the teaching faculty. The final semester includes a subject-matter specific methods course, e.g., "Social Studies Methods," and an eight-week student teaching experience.

Through the persistent efforts of the teacher education faculty in consultation with the state board of education, this teacher preparation sequence was in operation by the fall of 1979. It seemed useful to examine the effects of this preparation program upon the first group of social studies teaching candidates to complete it at Illinois. While testimonials from both students and cooperating teachers suggested that the EFE component of the program was adding to the students' awareness of the "real world" and better preparing them to join the ranks of public school teachers, no specific quantitative

data were available to support the general impression that the preparation of teachers had indeed been improved.

It seemed appropriate to look closely at student success in the student teaching setting. Would the students finishing the "new" sequence utilize a variety of teaching techniques in their student teaching feel "at home" in their assigned classrooms, and transfer successfully the theoretical elements of their university classroom preparation? Would they exhibit the qualities of reflective practitioners? Moreover, would it be possible to so alter the placement patterns of student teachers to encourage reflectivity in the way they acted in their student teaching and in the way they talked about their teaching experiences to each other, their cooperating teachers, and their college supervisors?

Fostering Collegial Collaboration

There is evidence that structuring the student teaching experience to foster student teacher reflectivity is an important first step to improving the experience (Zeichner, 1980). Some mechanism which provides student teachers with objective feedback concerning actual classroom events is an essential ingredient to developing this desired reflectivity (Amidon and Hunter, 1966; Rubin, 1978b). Collaborative interaction among teaching peers has been suggested as a means of making such a contribution to their professional development. Based on his review of related literature, Goldsberry (1980) suggestes that cooperative intervisitation and interaction among teaching colleagues offers one source for generating feedback regarding classroom events and for developing collaborative efforts toward professional development. Goldsberry's suggestion reflects the position of Galloway and Mulhern.

> The collegial relationships between and among teachers have been minimized and undersold as a means of growth. Given time and opportunity, teachers cannot only learn from each other,

> but also serve as confidants for feedback on teaching approaches and as respondents to teaching philosophy and style. Teachers do learn from each other, and every teacher needs a peer to listen to his latest speculation or plan. Fully functioning teachers need such confidants. Without this opportunity, it is easy to retreat into a shell of secrecy and become defensive about teaching practice (Galloway and Mulhern, 1973, p. 270).

While these authors are addressing the needs of in-service teachers, the need for such collegial collaboration seems no less vital for the professional development of student teachers.

The traditional sources of feedback regarding classroom events for a student teacher are the on-site cooperating teacher to whom the student teacher is assigned and the university supervisor. The role status and expertise of these official supervisors, however, may inhibit the student teacher's active participation in the analysis and refinement of his/her own performance. Without denying the benefits of supervisory assistance, a mechanism which additionally supports the student teacher's active involvement in determining his/her own professional growth goals is needed (Bush, 1971; Jackson, 1971; Corno and Clark, 1978; Rubin, 1978a; Tyler, 1978).

THE UIUC STUDY OF STUDENT TEACHING

Since teachers most often go to teaching colleagues for help with instructional improvement (De Landsheere, 1974; Sergiovanni and Starratt, 1979), it seemed reasonable to assume that if student teachers were given the opportunity and structure for collaborative interaction with peers they too would value its utility for professional development. To provide this structure, the student teaching placement pattern for a group of six social studies student teachers was altered. These six were paired and each pair was placed with a single cooperating teacher, i.e., two student teachers with one cooperating teacher, while the other four student teachers in the class

were assigned in the traditional manner, i.e., one student teacher with one cooperating teacher.[1] The intention was to observe to what extent the paired student teachers utilized the opportunity to consult with one another and how that consultation effected their student teaching experience. The traditionally placed student teachers comprized a control group. In addition since these ten students were the first group to complete the "new" teacher education program, the success of the entire group in the field was of interest.

Population

The study initially involved twelve social studies education students. One, a recycled student teacher, dropped the course at the end of the second week of his repeat student teaching assignment. Another was dropped from the study because she did not want to participate. The remaining ten student teachers ranged in age from 21 to 32 years. All had completed UIUC's new teacher education program which includes 100 hours of early field experience prior to student teaching. Their work in cognate fields appeared to be similar and representative of the course work undertaken by UIUC social studies education students in past semesters.

The self-identified students in the experimental group volunteered for placement in the project by like-sex pairs (one male pair and two female pairs). In response to a university request the cooperating teachers volunteered to participate in the project. Each paired student teacher was to teach two classes independently throughout the student teaching period while his/her partner observed in those classrooms and assisted with planning as a "consulting" teacher. In addition, each pair was assigned one class as a team

[1]One pair of student teachers was placed with two cooperating teachers due to scheduling complications. They were responsible for one teacher's class load in the morning and the other teacher's class load in the afternoon.

for the eight-week period. All other duties were to be shared cooperatively as they saw fit. The traditionally placed students, serving as a control group, were expected to fulfill the normal requirements of teaching at least three classes and possibly gradually assuming the full teaching load of their cooperating teachers.

Assumptions and Hypothesis

The assumption behind varying the placement patterns can be characterized as both affective and cognitive. Since they were facing the experience together, it was expected that pairs would see student teaching as less threatening than would singles. Anxiety would be reduced further for pair members by having ready access to supportive peers to talk with about their experiences. In their supportive and relaxed environments, paired student teachers were expected to attempt a wider variety of teaching strategies and to become more concerned for the welfare of their pupils than the singly placed student teachers.

Cognitively, it was assumed that pairs would talk more about teaching and reflect more on their experiences than would singles. It was expected that the increased dialogue between pairs would lead to more skillful and diverse teaching behaviors and greater satisfaction with student teaching as compared with singles.

In this project, six secondary social studies student teachers were placed as pairs and four of their classmates were placed as singles to investigate the hypothesis that a greater degree of collegial consultation will result in a higher quality student teaching experience, as measured by ego concern, diversity of classroom techniques employed, amount of reflectivity in professional talk, and pupil perceptions of teaching effectiveness.

FINDINGS: VARIETY OF TEACHING TECHNIQUES

One measure utilized to examine student teacher performance was a self-report of the planning, teaching, and evaluation activities of the student teacher or his/her classes. During the second, fourth and seventh week of the student teaching experience, all student teachers were requested to report the techniques they utilized in each category for each class period of the day by checking a list of techniques provided or adding their own (See Appendix A). Thus, a student teacher might read from several sources to plan a lecture during one class period, deliver it in another, write a test covering the lecture in another period, and administer the test in another class period. During week 2, all the student teachers submitted the Teaching Techniques Checklist, which provided the data requested. During weeks 4 and 7, two of the paired-placed student teachers did not respond and during week 4, one of the single-placed student teachers did not respond.

Since student teachers carried a variety of course loads during the various weeks, a class average for technique utilizations was arrived at by dividing the total number of techniques used in a category during a week by the number of days and classes taught. Thus, if a student teacher reported using 20 planning techniques in a week in which he/she taught 2 classes for 5 days, his/her planning technique average of 2 per class was arrived at by dividing 20 (techniques) by 5 (days) by 2 (classes). Class averages for the three activities for the paired and singly placed student teachers are reported in Table 1.

TABLE 1

Class Averages for Planning, Teaching, and Evaluating Technique Utilization for Paired and Single Placed Student Teachers in Weeks 2, 4, and 7

	Paired-Placed	Single-Placed	Difference Between Paired and Single Placed Averages
Week 2			
Planning Techniques	2.29	1.58	.71
Teaching Techniques	1.91	1.57	.34
Evaluating Techniques	1.45	.75	.7
Week 4			
Planning Techniques	2.12	1.47	.65
Teaching Techniques	1.84	1.02	.84
Evaluating Techniques	.91	.8	.11
Week 7			
Planning Techniques	1.9	1.33	.57
Teaching Techniques	1.66	1.25	.41
Evaluating Techniques	1.11	.75	.4

As shown in Table 1, both paired and singly-placed student teachers tended to use fewer techniques in all categories as the student teaching experience progressed. The exceptions are the moderate recoveries in week 7 in evaluation for pairs and teaching for singles and the flat evaluation responses for singles across the three report periods. Apparently, students tended to settle into a "style" as they became more accustomed to the work.

In all categories, during all weeks, paired-placed student teachers averaged more techniques per class period taught than did the single-placed. Thus, the students of pairs appear to have enjoyed a greater variety of instructional activities than the students of singles. Moreover, these activities were also prepared for and evaluated more diversely. The pedagogical

assumption supporting the rating of this difference as a positive difference on behalf of the paired-placed students is that a greater variety in techniques increases the possibility of motivating more students and providing a more valid measurement of their learning.

FINDINGS: PROFESSIONAL INTERACTIONS

An aspect of the Illinois study of student teacher pairing in social studies involved the monitoring of the professional dialogue of student teachers with their college supervisors and their cooperating teachers. The pairing project provided an opportunity to investigate the professional interaction of student teachers with their chief mentors.

Student teachers commonly rank student teaching as their most important professional course and rate their cooperating teachers as the single most influential instructor in their professional program; but little is known about the nature and content of the interactions between student teachers and their cooperating teachers. One aspect of this project was the investigation of this important element of the teacher education program in social studies at Illinois. Moreover, while college supervisors in secondary social studies at Illinois are given special training in supervision, no systematic effort has been made to monitor their work for the purpose of generating research data.

Interaction Logs

Two means were devised in the project to generate interaction data. First, an indication of differences in patterns of communication between student teachers placed singly and in pairs was obtained through student, supervisor and cooperating teacher logs. The logs were collections of forms sequenced by time and date (See Appendix B). Each form provided space for identifying infor-

mation and indicators of time, place, and initiator. The logs solicited information concerning topics, decisions, and feelings about professionally significant communications.

Out of concern for the burden of making log reports in addition to meeting the already heavy obligations of teaching, a sampling procedure was used. Student teachers were to report during week one, four, and seven of the eight week period of student teaching. Cooperating teachers were asked to report during weeks two, three, and six. University supervisors were asked to log their communications for each of the three visits they made.

As reflected by reports, both placement groups communicated predominantly with their cooperating teachers. As indicated by the percent of total reported contacts with cooperating teachers, paired student teachers were less dependent on their cooperating teachers. The median percentage for the single group was 80 percent; for the paired placed group, 73 percent of their reported contacts was with their cooperating teachers. The difference is not large and may be obscured by systematic under reporting of communication between paired student teachers; communication with the higher status cooperating teacher may have appeared more meaningful and therefore more reportable. In any event, there is some support for the notion that paired placements provide student teachers with a source of support

The topics discussed were coded into eleven "natural" categories[2] (see Appendix D) and frequencies reported were summed by week and for the entire period of student teaching. The summed frequencies for both groups were rank ordered and found to be significantly correlated (Rho = 67, $p > .05 < .01$). By and large, the two placement groups talked about the same things; but there were some differences.

---

[2]See discussion following on the development of the eleven "natural" categories for this study.

The topic frequencies for both groups for weeks one, two, three, four, six, and seven and the total frequencies across the eleven categories are reported in Table 2.

TABLE 2

Frequencies of Topics in Student Teachers' Professionally Significant Communications by Week and in Total in Eleven Natural Categories as Reported in Logs of Student Teachers and Cooperating Teachers

Category	Week One		Week Two		Week Three		Week Four		Week Six		Week Seven		Total	
	P	S	P	S	P	S	P	S	P	S	P	S	P	S
1.0 Professional	9	9	3	2	3	2	4	0	9	0	1	2	29	15
2.0 Cooperating Teacher	0	2	0	1	0	0	0	0	0	0	0	0	0	3
3.0 Teaching Behaviors	1	1	2	14	2	5	2	1	0	1	3	2	10	24
4.0 Lesson	18	28	15	2	21	17	8	3	10	8	10	6	82	64
5.0 Content	0	9	0	3	1	5	1	0	2	2	1	0	5	19
6.0 Materials	0	4	2	2	2	0	1	0	2	0	0	0	7	6
7.0 Characterization	7	15	3	4	5	0	0	1	2	2	2	1	19	23
8.0 Interaction	3	4	1	3	3	6	1	1	5	2	1	4	14	20
9.0 Student Assessment	0	5	3	3	8	6	3	0	4	1	1	3	19	18
10.0 Discipline	2	5	0	3	0	4	0	0	0	1	0	2	2	15
11.0 School Context	5	14	1	0	2	1	0	0	1	0	0	0	9	15
TOTALS	45	96	30	37	47	46	20	6	35	17	19	20	196	222

P = Paired S = Single

Discussion

Concern for "lessons," their planning, preparation, and methods was of most concern for both groups. Topics coded 'lesson' comprised 43 percent of the total for the paired group and 36 percent for the single placed group.

"Professional" concerns ranked second on the list for paired students but 7.5 for single placed. While low in frequency (ten percent), it contributed most heavily to the difference score, thus reducing the overall correlation. From an examination of the reports, the paired students' concern with the "professional" category was due largely to a need to orchestrate their responsibilities, a situation which did not exist for the single placement group. As reflected by the logs, the topic 'Cooperating teacher' received the lowest consideration for both groups. Student teachers may have been reluctant to report clandestine discussions of the topic and it may not have occurred to the cooperating teachers to say anything on the subject in their conference with student teachers.

The amount of communication reported in the logs decreased over time. Fully 42 percent of all topics reported by the single-placed group occurred during the first week of student teaching; the comparable figure for the paired group was 23 percent. Reports from the paired group decreased more slowly than for the single group, but both ended with about eight percent for week seven. The paired group continued to be preoccupied with lesson concerns which tapered off for the single placed group after the third week.

Professional Conferences

In a second but parallel investigation, the content of the professional conferences between student teachers and their cooperating teachers was monitored by means of audio tape recordings of some major, scheduled conferences. A more complete audio record of the dialogue of these principles was precluded by the available technology and certain ethical considerations. One pair and two single student teachers did not tape record any conferences with their cooperating teachers. Ten conferences were recorded by two pairs and two single student teachers and their four cooperating teachers for a total of three hours and forty five minutes. The conferences ranged from five minutes to fifty-five minutes. The participants and conference durations are shown in Appendix C.

At Illinois, supervisors visit the classrooms of their assigned student teachers at least three times during the eight week student teaching period, convening at each visit a conference with the student teacher to critique the lessons(s), advise the student teacher on matter relating to his/her student teaching assignment, and discuss problems of interest to the student teacher. This pattern was not interrupted in this project.

In an effort to assess the contribution these conferences make to the professional development of student teachers, it was requested that these too be audio-tape recorded. Eighteen student teacher/college supervisor conferences were recorded in the project involving three supervisors and three single and three pairs of student teachers. One single student teacher refused to have her supervisory conferences taped. The eighteen conferences yielded a total of nine hours and seventeen minutes of recorded dialogue. Appendix C depicts the participants and duration of the eighteen conferences.

Tape Analysis

"Topic of discussion" was the unit of analysis used with the tape data. 'Topic of discussion' was defined as a subject discussed by at least one of the participants by means of at least one sustained and meaningful statement. Topic discussions ranged in length from several seconds to several minutes; but no attempt was made to treat topics according to their length. The student teacher/supervisor conference tapes and the student teacher/cooperating teacher conference tapes were treated as separate sets of data. The supervisory tapes were audited for the initial classification task.

Each topic was identified and named as it occurred in each conference and its location on the tape was noted via a digital counter on the cassette recorder. When the entire set of 416 topics was noted for all supervisory tapes, each topic name and code were typed on an individual tag and all 416

tags were displayed in a random data pool in preparation for sorting into natural categories.

To create the natural categories, similar topic names were drawn from the data pool and grouped. Each group of similar topics was then taken as defining a natural category which could then be named. It should be noted, however, that no claim is made as to the reliability and validity of this category system beyond this study.

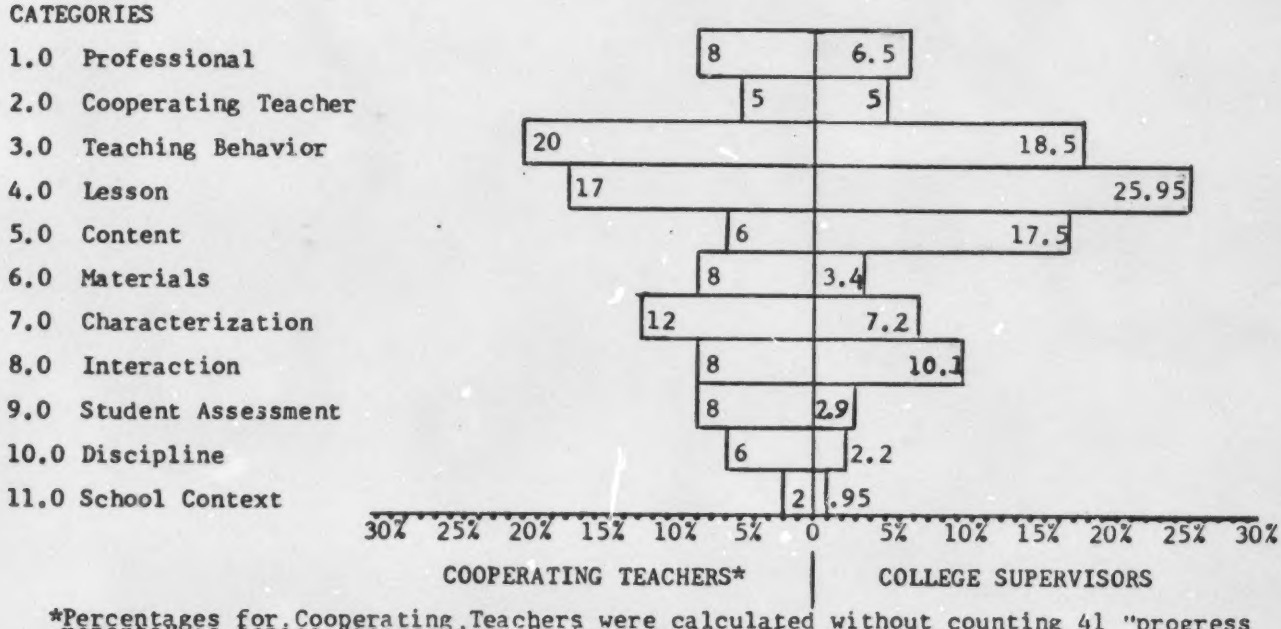
This sorting, grouping, and naming exercise produced eleven topic categories that were employed in the analysis of both the log data and the tape data. Subsequently, a similar sorting and grouping operation was performed on each of the eleven categories to create sub-categories. The distribution of topics across the cateogries and sub-categories from the two sets of tapes, student teachers/supervisors and student teachers/cooperating teachers, is summarized in Appendix D.

Cooperating Teachers and College Supervisors

As a means of demonstrating a comparison of the topics that student teachers talk about with their cooperating teachers and topics that student teachers take up with their college supervisors, a histogram is presented in Figure 1 depicting the percentage of topics within each category in each set of data.

FIGURE 1

COMPARATIVE PERCENTAGES OF TOPICS WITHIN EACH CATEGORY FOR STUDENT TEACHER/COOPERATING TEACHER CONFERENCES AND STUDENT TEACHER/COLLEGE SUPERVISOR CONFERENCES



*Percentages for Cooperating Teachers were calculated without counting 41 "progress reports" as "topics discussed in conference 20. These progress rports were on the order of, "Cobo; 'Johnny Jones?' St. Ichr: 'He's doing better. Don't send him one." See Appendices C and D.

Discussion

The data represent only a portion of the professional interactions of student teachers with their cooperating teachers and college supervisors. For college supervisors, the data reflects a major portion of the formal conferences scheduled by them with their student teacher assignees. They do not include phone calls and hall conversations when the tape recorder was not turned on. Presumably, however, only a small fraction of the topics discussed by student teachers with their cooperating teachers was recorded. These data present no

more than a 5% to 10% sample of an estimated 2000 to 4000 topics actually discussed by these persons. An assumption of representativeness of these data is supported by the facts that the topics obviously relate to the work and that they are not treated in the conferences as unusual or off the mark.

A χ^2 test of the equality of the distributions across the categories, even with 41 "progress reports" topics excluded,[3] indicated that the distributions of the two sets of data are statistically significantly different. ($\chi^2 = 42.98$ where 23.21 implies $p < .01$). While the cooperating teachers and college supervisors discussed similar topics with their student teachers, they apparently emphasized different matters. The categories in which the observed frequencies departed most from what would be expected, were the topics equally distributed across the categories in both sets, were 5.0-content, 9.0-student assessment, and 10.0-discipline. Supervisors talked more about content; cooperating teachers talked more about assessment and discipline.

The topical interest of supervisors and cooperating teachers, assuming that they, not the student teachers, decided what was to be discussed in these conferences, is apparent in Figure 1. The supervisors observed and conferred with their student teachers within a well-defined pattern of supervision. Over sixty percent of the topics discussed in their conferences related to teaching behaviors (3.0), the lesson (4.0), and the lesson's subject-matter content (5.0). The supervisors expressed only a modest interest in their student teachers' pupils. Barely one out of five of the topics in these supervisory conferences touched on the behavior, achievement, or characteristics of the students as groups or individuals (7.0, 8.0, 9.0, 10.0). Supervisors occasionally discussed training and career concerns (1.0 professional), relationships with their site mentor

---

[3]See note +, Appendix D. These 41 progress reports were excluded from this and other calculations. While these report topics comprised much of conference 10, each was too terse to warrant the mathematical weight of one topic.

(2.0 Cooperating Teacher), and classroom materials (6.0) with their student teachers; but in only three conferences among the eighteen was any interest shown in the school as the context (11.0) of the student teachers' professional work.

Figure 1 also suggests the main concerns of cooperating teachers as reflected in this sample of topics discussed with their student teachers. Of all the topics discussed by the four cooperating teachers and their six student teachers, nearly one-fourth concern the assessing, testing, and grading of students(9.0). When the other student-focused categories of characterization (7.0), interaction (8.0), and discipline (10.0) are added to assessment, the conferences with cooperating teachers appear to be fairly dominated by forty-six percent "student talk." Even the total configuration associated with teaching lessons (3.0, 4.0, 5.0, and 6.0) comprises a smaller portion of the conferences. However, when the inflated student assessment category is adjusted by deleting the 41 atypical "progress reports," the topical emphasis shifts somewhat. The configurations of teaching categories consumes over half the topics discussed and the set of student categories (7.0, 8.0, 9.0, and 10.0) is reduced to one-third the total. Either way, such professional matters as training and career plans (1.0) were seldom brought up in the conferences. Even less often did cooperating teachers and student teachers discuss the site mentor's role in the student teaching experience (2.0). Finally, as in the college supervisor conferences, discussions of the school context occurred rarely (11.0). Only four topics of the "keeping school" variety were identified.

Pairs and Singles

In an examination more specific to the primary interests of this study, the conference tapes of the two group of student teachers were analyzed to assess the possible effects of pairing on the selection and emphasis of topics discussed.

The hypothesis suggested that pairs would be motivated toward a more reflective approach to their student teaching experience and that this reflective proclivity would be reflected in the way they talked about their experiences.

To test this possibility, the categorized topics of the two groups were compared by a chi square test for equal distribution across the eleven categories and three sub-categories (4.4, 4.5, and 7.3) with sub-category 9.11 containing the "41 progress reports" deleted because of its obvious spurious effect on a chi square calculation. The test indicated that the topical distributions of the single and paired groups are statistically significantly dissimilar. (χ^2 = 38.28 where 27.69 implies $p < .01$). However, three categories (1.0, 3.0, 7.3) contributed over three-quarters of the difference. Category 3.0, Teaching Behaviors, accounted alone for over one-third of the chi square value of 38.28.

Discussion

A closer analysis revealed that the number of topics in the single group's conferences were disproportionately overrepresented in five of the seven sub-categories that made the major contribution to the chi square value. Four of these were in category 3.0 where twice as many topics were discussed than would have been expected were the distributions equal in the two groups. A possible interpretation suggests that both cooperating teachers and supervisors detected more problems with singles in this area than with paired student teachers and were thus extraordinarily motivated to raise such topics as using the board effectively, using examples to clarify meanings, getting students involved in discussions, and keeping discussions moving and focused. The data suggest that pairing ameliorated some common problems in this general category.

There is also some indication that the discussions with paired students more commonly dealt with such reflective concerns as grounding, probing, justification, and conceptualizing within this topical area than did discussions

with single placed students. The evidence is not strong enough, however, to affirm that pairing played an important role in this moderate effect. Pairing may have served to facilitate the discussion of higher order topics, however, since paired student teachers seem to have had fewer rudimentary behavioral problems, e.g., board use, that required the attention of a cooperating teacher or supervisor.

FINDINGS: PSYCHOMETRIC MEASURES

One psychometric measure was taken to estimate differences in personal characteristics between the two groups. The measure selected was a semantic differential instrument designed to assess differences between the student's ideal self and perceived self; differences being considered a measure of ego strength (see Appendix E). Twenty bipolar pairs were selected from Osgood's Thesaurus for the purpose. Each student completed this instrument with both "ideal" and "perceived" sets prior to student teaching.

The single placed group produced the lowest, i.e., less discrepant scores which is an indication of their having stronger egos. The differences between the two groups, however, does not approach statistical significance. Therefore, the groups are considered comparable on this variable. Table 3 reports the results of this measure.

Three psychometric instruments were used to assess outcomes in this study. Satisfaction with student teaching was assessed through the use of a semantic differential scale. Growth in terms of pupil rather than self orientation was assessed through the use of a Q sort instrument. Finally, a pupil perception of teacher competence was obtained through the use of a pupil rating scale.

Table 3

Semantic Differential: Ideal and Perceived Self

Student Teacher	Ideal Self	Perceived Self	Difference
Single			
Tina	128	118	10
Don	137	127	10
Jack	126	108	18
Meg	140	127	13
Pairs			
Alex	140	133	7
Sam	128	110	18
Eva	140	103	37
Jo	-	-	-
Jill	150	89	51
Mary	140	132	8

Table 4

Semantic Differential: Satisfaction with Student Teaching

Student Teacher	
Single	
Tina	91
Don	83
Jack	87
Meg	78
Pairs	
Alex	95
Sam	93
Eva	81
Jo	89
Jill	87
Mary	87

Satisfaction with Student Teaching

The semantic differential instrument used to assess satisfaction with the student teaching experience was constructed from Osgood's Thesaurus Appendix F. Twelve bipolar pairs, such as 'good-bad', 'optomistic-pessimistic', and 'meaningfull-meaningless' were selected. The instrument was administered to the group on campus after the last day of student teaching. While all of the students were positive about their student teaching experiences, the mean for the paired group was four points higher than that for the single placement group; however, a "t" test between group means was performed and found to be insignificant. The result is not surprising for significance is hard to obtain with such small samples ($n = 4$; $n = 6$). Notwithstanding, the difference between means of four-fifths of the standard deviation for the entire sample suggests a possible advantage for the paired group. These data are reported in Table 4.

Pupil Orientation

Growth in pupil orientation was assessed through the use of Yeh's eighty item Q sort (Appendix G). The instrument was designed to measure teacher concerns as formulated by Fuller. Five categories of concerns are included. The categories range from concern for the "here-and-now-self" to concern for pupil well-being and academic progress.

At the beginning of the semester and after student teaching, each student teacher sorted the 80 items into a thirteen interval forced distribution. As reported in Table 5, composit means for the top two categories were computed for both sets of data. Both groups moved significantly toward the "other" concerns end of the continuum. The single placed group had higher average scores to begin with and moved significantly farther along the continuum than did the paired group. One explanation for the differential movement might be initial differences in ego strength. It could be argued that the more secure teachers were better

able to see beyond their own concerns and were readier to relate to the concerns of their pupils. Unfortunately, however, data from the ego strength semantic differential and the concerns Q sort are uncorrelated (r = .14). Neither group ended student teaching as "other concerned" as did a group of UIUC social studies student teachers in 1969 for whom historic data are available.

Table 5

Growth in Pupil Orientation

Student Teacher	Composite Mean of Two CATS PRE-TEST	Composite Mean of Two CATS POST-TEST	
Singles			
Tina	179	187	+8
Don	190	204	+14
Jack	208	220	+14
Meg	203	199	-4
Average	195	202.5	7.5
Pairs			
Alex	215	187	-28
Sam	194	203	+ 9
Eva	159	201	+42
Jo	199	209	+10
Jill	207	194	-13
Mary	189	195	+ 6
Average	193.8	197.7	4.3

Table 6

Pupil Ratings of Single and Paired Student Teachers via ITEQ

Student Teacher	Factors				TOTAL	GROUP AVE.
	Teacher	Competence	Interest	Attitude		
Singles						
Tina	2.60	2.98	2.55	2.70	2.69	
Don	-	-	-	-	-	
Jack	2.60	3.34	2.50	2.72	2.82	
Meg	3.29	3.51	2.81	3.26	3.23	
						2.91
Pairs						
Alex	3.16	3.28	2.44	3.24	3.06	
Sam	2.55	3.05	2.63	3.05	2.80	
Eva	2.61	2.96	2.29	2.89	2.69	
Jo	2.66	3.09	2.63	3.06	2.84	
Jill	-	-	-	-	-	
Mary	3.22	3.42	3.17	3.09	3.22	
						2.92

Pupil Ratings of Student Teachers

The final comparison of the single and paired placement groups involved pupil ratings. Each teacher was rated by his/her pupils with the Illinois Teacher Evaluation Questionnaire (ITEQ) (See Appendis H). The instrument, which is similar to the Purdue instrument, but designed specifically for use with high school aged pupils, includes 40 items selected through discriminant analysis and designed to be rated on a four-point, forced-choice scale. This particular instrument was attractive for use in this project because of the availability of historic data which allowed for additional comparisons. Because of the small size of the groups, total scores, as shown in Table 6, rather than factor scores were used in the comparison.

The paired placement group was seen as superior to the single placement group by an average of a tenth of a point on the four-point scale. While not large, the contrast represents the scale difference between the third and fourth deciles of the instrument's norms. The average for the paired placement group was 2.95 which is exactly the same as that obtained for a sample of 58 social studies single placement student teachers in **1969**.

Taken together, these data encourage the consideration of pairing as a placement technique. Except for the result that the single placed student teachers were seen to emerge as more "other oriented," the statistical contrasts favored the paired teachers in two of the three comparisons. While the contrasts are not strong, they portray a trend that appears to be positive.

TENTATIVE CONCLUSIONS AND SUGGESTED HYPOTHESES

A number of tentative conclusions and suggested hypotheses are inferable from the analyses of the varied data collected in this study. Some of these comments relate specifically to pairing as a practice; others extend beyond

the particular situations examined in this work and must thus be thought of as hypotheses suggested by the data and their analyses.

1. Pairing is a feasible placement pattern that is particularly useful in areas where too few qualified cooperating teachers are available. Cooperating teachers can work at least as effectively with a pair of compatible student teachers as with a single student teacher.

2. Personal and philosophical compatibility are factors to take into account if a pairing plan is contemplated. The relationship between a student teacher and a cooperating teacher is sensitive, but the relationship between paired student teachers is far more tentative and fragile.

3. Pairing may restrict the range of interaction between student teachers and cooperating teachers. Pairs substituted conferences with each other for conferences with their cooperating teacher without notable ill effects and with no marked change in their orientation to the work.

4. Pairing may in fact mask the effect of a "full load" of work for a student teacher; but this appreciation did not emerge as a primary consideration in the judgement of the experience on the part of paired student teachers or cooperating teachers and supervisors who worked with the pairs. Only non-paired student teachers and cooperating teachers held appreciation of a full load to be important enought to reject pairing as a useful alternative.

5. Pairing does not precipitate movement of student teacher concerns from self to others any more effectively than does single placement. However, pairing may partially compensate for some personal factor, e.g., low ego strength, that would otherwise retard this growth factor even more. The tendency of pairs in this study to register lower ego strength may have increased their interest in paired placements.

6. Pairing provides a climate for student teachers that appears to encourage variety and experimentation. Pairs conducted their planning, teaching, and evaluating tasks with more variety than did singles.

7. The relationship between student teachers and cooperating teachers tends to be avuncular. Cooperating teachers often advise their students from their wisdom and experience and may offer suggestions referring to their own successes; but seldom are they directly critical of their student teachers in their conferences. Commonly, a genuine mutual respect develops between these persons that is violated by critical language. Student teachers who are openly criticized by their cooperating teachers feel betrayed. Advice to student teachers from cooperating teachers is nearly always offered with the tacit understanding that any wrong can be corrected and any damage can be repaired.

8. Cooperating teachers and student teachers approach teaching as a craft. Their mutual orientation is "getting the job done;" they talk about "how to do it," and "what happened today."

9. Pupil learning is not a central concern in student teaching. Success in student teaching means being able to do the work, perform the tasks, and replicate the behaviors of a teacher.

10. The major hurdle in student teaching is the transfer of authority from the cooperating teacher to the student teacher. After that, the student teacher is expected to "work out" things ideosyncratically by trial and error.

11. Student teachers see a stronger connection between their subject matter courses and student teaching than between their professional courses and student teaching, e.g., they see "lessons" as "blocks of content."

12. College supervisors are relatively ineffective not only because their contacts are infrequent, but also because they do not share with student teachers a concept of teaching or a technical language.

13. Teacher professional talk, as contrasted with teacher craft talk, deals with the justification of goals and activities and the explanation of phenomena and behavior.

14. The language of student teaching is almost entirely vernacular. Few technical terms enter the dialogues used to instruct student teachers.

Appendix A Teaching Techniques Checklist

Appendix B Professional Conference Log Form

Appendix C Conference Participants and Duration

Appendix D Distribution of Topics

Appendix E Semantic Differential: Ideal and Perceived Self

Appendix F Semantic Differential: Satisfaction with Student Teaching

Appendix G Yeh's Q-Sort: Growth in Pupil Orientation

Appendix H Illinois Teacher Evaluation Questionnaire
(copyright may prohibit display in Article)

Checklist/Teaching Techniques

Planning Activities:

1. Identified goals or objectives for lesson.
2. Identified materials to be used, read, viewed, etc.
3. Planned learning activites.
4. Other

Teaching Behaviors:

1. Directed study or seat work
2. Audio-visual
3. Lecture/ teacher exposition
4. Recitation/lower order questions
5. Class discussion
6. Group work
7. Individual work/projects
8. Other

Evaluation Behaviors:

1. Quiz
2. Recitation
3. Written work
4. Reflection on memory of lesson

[Enter into the appropriate box the number of the items utilized from the lists above.]

Day _____ Date_____Student Name_____

Period/Subject	Pro-Active	Active	Post-Active
1/			
2/			
3/			
4/			
5/			

Log Sheet PROFESSIONAL CONFERENCES/DISCUSSIONS

Student name _____ Date of Conference/Discussion _____

Time _____

Section 1

1. Individual with whom conference/discussion was held (position) _____.
2. This conference/discussion was initiated by (check one) ____ myself, ____ the individual the conference/discussion was held with, ____ other (identify and explain).
3. The conference/discussion took place at _____
4. The conference/discussion lasted approximately ____ hours(s) ____ minutes.

Section 2

1. Topics discussed (list and explain).

2. Decision reached if any and rationale for each.

Section 3

Comments/Feelings:

APPENDIX C
CONFERENCE PARTICIPANTS AND DURATION: PAIRED AND SINGLE PLACED STUDENT TEACHERS, COOPERATING TEACHERS AND COLLEGE SUPERVISORS

CONFERENCE NUMBER*	SINGLE STUDENT TEACHER+	PAIRED STUDENT TEACHER	COOPERATING TEACHER	COLLEGE SUPERVISOR	TIME IN MINUTES
1		Sam		Byron	8
2		Sam		Byron	44
3		Alex		Byron	15
4		Alex		Byron	44
5		Jo & Eva		Eldon	47
6		Jo		Eldon	45
7		Jo		Eldon	33
8		Eva		Eldon	23
9		Eva		Eldon	26
10		Jill & Mary		Bill	30
11		Jill		Bill	22
12		Mary		Bill	30
13		Jill & Mary		Bill	45
14	Tina			Byron	32
15	Tina			Byron	28
16	Jack			Eldon	29
17	Jack			Eldon	21
18	Don			Eldon	45
19		Jo & Eva	Kate		52
20		Jo & Eva	Kate		55
21		Alex & Sam	Martin		16
22		Alex & Sam	Martin		17
23	Tina		Sara		22
24	Tina		Sara		14
25	Tina		Sara		10
26	Don		John		5
27	Don		John		18
28	Don		John		16

* Conference numbers match those in Appendix D

\+ Meg did not allow her conferences to be taped.

DISTRIBUTION BY CATEGORIES OF TOPICS DISCUSSED BY COLLEGE SUPERVISORS AND COOPERATING TEACHERS WITH PAIRED AND SINGLE PLACED STUDENT TEACHERS

TOPIC CATEGORIES		FREQUENCIES OF TOPICS																																									
		College Supervisors' Conferences(C)																			Coop Tchrs' Conf(D)																				Totals			
		Pair Conferences (A)												Sn Conf(B)							Pr C(A)				Sing Conf(B)																			
	Conference number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	A		B		C		D	
1.0	Professional																																											
1.1	Professional Preparation							3			1		2						2	1										7		2		8		1	
1.11	Student Teaching									2	1	1	1	2									4							11				7		4	
1.12	Pairing					1						2	1																	4				4			
1.2	Professional Competency						1			2					1		1			2			2						2	7		4		5		6	
1.3	Teaching as a Career													3									4							7				3		4	
2.0	Cooperating Teacher																																										
2.1	Characterization of Coop Tchr										1		1																	2				2			
2.2	Modeling of Coop Tchr									1	2		1	1						1	1							1		7		1		5		3	
2.3	Interaction with Coop Tchr										1	1	2							1								1		5		1		4		2	
2.4	Requirements of Coop Tchr									1	1	1		1																4				4			
2.5	Observations of Coop Tchr					1						2															1		1	3		2		3		2	
2.6	Comments of Coop Tchr	1			1						1												2							5				3		2	
3.0	Teaching Behaviors																																										
3.1	General Teaching Behaviors		1					1			1						4				1			4			1	1		4		10		7		7	
3.2	Specific Teaching Behaviors		1		1	3	1	1		1	1			1	3	3	1	1	1	1	3	1		1	3		1	5	1	15		20		19		16	
3.21	General Discussion Behaviors	1			1										2				5		2	3			1			1	1	7		10		9		8	
3.22	Specific Discussion Behaviors	2			3	2								3	1		1	3	5											10		10		20			
3.221	Questioning Behavior	7		2	9													1			1				1			1		19		3		19		3	
3.3	Teaching Style					1												2					1					1		2		3		3		2	
3.31	Team Teaching					1						1	2																	4				4			
4.0	Lesson																																										
4.1	Objectives and Purpose																																										
4.11	Describing Object and Purpose			1		1	1			1									1			2						1		6		2		5		3	
4.12	Clarifying Object and Purpose	2		1	1																									4				4			
4.13	Justifying Object and Purpose	1		3			1								1															5		1		6			
4.14	Assessing Achievement of Object														1				1													2		2			
4.2	Planning and Preparing	1		3		1					1	2	1		1					1	1	2		1						13		2		10		5	
4.3	Organization									1	1		1		1	2				3					1					6		4		6		4	
4.4	Method and Procedures																																										
4.41	Describing Method and Procedures	2						1	1							1			1							1				4		3		6		1	
4.42	Evaluating Method and Procedures	1		2			2		2	2						1	1										1			9		3		11		1	
4.5	Activities																																										
4.51	Description of Activities		2		1	4	3	1	3			1	1	5		1				9		1			4	1		1		31		7		22		16	
4.52	Evaluation of Activities		2		1	3	1							8		2				1										16		2		17		1	
4.6	General Evaluation of Lesson	1		1	1	1	1			3			1		4	1	1	1	2									1		9		10		18		1	

APPENDIX D: DISTRIBUTION OF TOPICS BY CATEGORIES . . . continued

| TOPIC CATEGORIES | | FREQUENCIES OF TOPICS | | |

Name _____

As a teacher I am:

An ideal teacher is:

Enthusiastic	/—/—/—/—/—/—/—/	Apathetic
Hindering	/—/—/—/—/—/—/—/	Helpful
Thoughtful	/—/—/—/—/—/—/—/	Thoughtless
Intolerant	/—/—/—/—/—/—/—/	Tolerant
Dishonest	/—/—/—/—/—/—/—/	Honest
Gloomy	/—/—/—/—/—/—/—/	Cheerful
Fair	/—/—/—/—/—/—/—/	Unfair
Insensitive	/—/—/—/—/—/—/—/	Sensitive
Kind	/—/—/—/—/—/—/—/	Unkind
Unfriendly	/—/—/—/—/—/—/—/	Friendly
Patient	/—/—/—/—/—/—/—/	Impatient
Unpleasant	/—/—/—/—/—/—/—/	Pleasant
Reliable	/—/—/—/—/—/—/—/	Unreliable
Inconsiderate	/—/—/—/—/—/—/—/	Considerate
Sympathetic	/—/—/—/—/—/—/—/	Unsympathetic
Unadaptable	/—/—/—/—/—/—/—/	Adaptable
Inconsistent	/—/—/—/—/—/—/—/	Consistent
Dull	/—/—/—/—/—/—/—/	Stimulating
Supportive	/—/—/—/—/—/—/—/	Nonsupportive
Flexible	/—/—/—/—/—/—/—/	Inflexible

Name _____

Date _____

Using the following list of adjectives, please indicate how you felt about your student teaching experience. Please put a check ( ) mark in the space that most accurately indicates your feeling.

1.	Good	___	___	___	___	___	___	___	___	Bad
2.	Optimistic	___	___	___	___	___	___	___	___	Pessimistic
3.	Altruistic	___	___	___	___	___	___	___	___	Egotistic
4.	Congenial	___	___	___	___	___	___	___	___	Quarrelsome
5.	Pleasurable	___	___	___	___	___	___	___	___	Painful
6.	Comfortable	___	___	___	___	___	___	___	___	Uncomfortable
7.	Successful	___	___	___	___	___	___	___	___	Unsuccessful
8.	Meaningful	___	___	___	___	___	___	___	___	Meaningless
9.	Important	___	___	___	___	___	___	___	___	Unimportant
10.	Progressive	___	___	___	___	___	___	___	___	Regressive
11.	Attracting	___	___	___	___	___	___	___	___	Repelling
12.	Positive	___	___	___	___	___	___	___	___	Negative
		8	7	6	5	4	3	2	1	

Thank you for your assistance.

Yeh's Q-Sort: Growth in Pupil Orientation

1. Will I know when the college supervisor is coming?
2. What are the most important points that the college supervisor is going to emphasize?
3. Who is responsible for grading me, the supervisor or the cooperating teacher?
4. Will I be uncomfortable when observed and evaluated?
5. What does the cooperating teacher expect of me?
6. What criteria will be cooperating teacher use to evaluate me?
7. Does the cooperating teacher really like to work with student teachers?
8. Will the cooperating teacher criticize me in front of students?
9. Is the cooperating teacher going to act as a friend?
10. Will the cooperating teacher allow me to use my own initiative?
11. What are the cooperating teacher's special interests, personality characteristics, and likes and dislikes?
12. What standard shall I use to judge pupil behavior?
13. How shall I handle discipline?
14. What shall I do if my pupils are worse after they have been disciplined?
15. Will I be allowed to discipline students as I see fit?
16. How to get on with the lesson while having discipline problems?
17. Do I have personal difficulty in disciplining students?
18. What kind of punishment shall I use in disciplining?
19. Will students think that discipline is fair to them?
20. Shall I discipline students according to their individual differences or according to an established standard?
21. How to use instructional materials - audio-visual equipment . . .?
22. What shall I do in case of lack of equipment?
23. What shall I do in case there are not enough facilities for such a large group?

24. How shall I protect equipment from being broken?
25. What shall I do in case an accident happens when using equipment?
26. How to prepare a new lesson plan?
27. Can I deviate from the lesson plan?
28. What shall I do if my material is too long or too short for this period of time?
29. How to judge the adequacy of teaching material?
30. What shall I do if I make a mistake in a statement?
31. How to prepare a teacher-made test?
32. How to get references in case there are not enough in that school?
33. Will other staff members accept me?
34. How to maintain effective working relationships with other school personnel?
35. How to cooperate with students' parents?
36. What will the principal think of me?
37. How to fight against a conservative and ignorant administrator and be creative?
38. How to motivate students?
39. How to use competition among students as an incentive for learning?
40. Will the student teaching period be too short for me to get acquainted with all my students?
41. How formal or informal shall I be with students?
42. What shall I do with those who never learn anything in the class?
43. What shall I do if students or different grade levels are in the same room?
44. How shall I handle big individual differences in one class?
45. How to work with exceptional children?
46. How to cope with classes too large with inadequate materials?
47. Are students going to try me out?
48. What will students do if I make a mistake?

49. What will students think if I am unable to answer their questions?
50. How to improve the relations between student and me?
51. How to improve the relationships among students?
52. How to understand students in their frame of reference?
53. Will the students really learn what I plan to teach?
54. How will students evaluate me as a teacher?
55. How will I prevent myself from being swamped by paper work?
56. Where shall I stand in the classroom?
57. Will I be able to maintain desired standards of behavior?
58. Do I have a philosophy about teaching -- "Why do I want to teach?"
59. Do I really know my subject matter?
60. Will I be able to do what is expected of me?
61. Will my teaching assignment be too much for me to handle?
62. Am I able to handle extra-curricular activities?
63. Will I be uncomfortable teaching students from socio-economic classes different from my own?
64. Will I be able to budget my time on different tasks?
65. Will I remenber what I plan to teach in front of students?
66. How to create and maintain a "teacher image" so that students will respect me?
67. Can I be really fair to all the students?
68. Do I have enough knowledge in princples of education?
69. How to motivate and help non-interested, low-achieving students?
70. What shall I do when a student ask about something which I am not able to answer?
71. How to reinforce students?
72. How to evaluate students' progress?
73. How to identify special students - creative, handicapped, deprived, etc.?
74. How to teach reading in my own content area?

75. How to collect and record vital information for pupil records?

76. How to handle classroom routines?

77. How to handle students' criticisms?

78. How to determine grading standards?

79. How to handle class discussions?

80. How to handle the ways students use their free time?

ILLINOIS TEACHER EVALUATION QUESTIONNAIRE FORM 68

Measurement and Research Division, Office of Instructional Resources, UNIVERSITY OF ILLINOIS © By Richard E. Spencer, 1968

DIRECTIONS: 1. PRINT INSTRUCTOR'S LAST NAME HERE _____.
2. COMPLETE IDENTIFICATION INFORMATION BELOW AS THE TEACHER INDICATES.
3. RESPOND TO THE ITEMS PRESENTED FRANKLY AND COMPLETELY - ONE RESPONSE PER ITEM.
4. USE PENCIL ONLY - DO NOT USE PEN, BALL POINT OR INK OF ANY KIND. (SEE SAMPLE MARK AND RESPONSE CODE)

BEST COPY AVAILABLE

MAKE ERASURES AS COMPLETE AS POSSIBLE

1 SCHOOL CODE 1 2 3 4

2 TEACHER CODE 1 2 3 4

3 DO YOU PLAN TO GO TO COLLEGE? YES NO

4 EXPECTED GRADE IN THIS COURSE A B C D E

5 CLASS—OD 1 2 3 4 5 6 7 8

6 GRADE 7 8 9 10 11 12 13

7 AGRICULTURE, ART, BUS. ED., ENGLISH, FOR. LANG., HEALTH, HOME EC., IND. ED., MATH, MUSIC, PE MEN, PE WOMEN, SCIENCE, SOC. STU., SPEECH, OTHER

8 TODAY'S DATE — YEAR 0 1 2 3 4 5 6 7 8 9; DAY 0 1 2 3 4 5 6 7 8 9; JAN FEB MAR APR MAY JUN JUL AUG SEP OCT NOV DEC

SEX

1	SA	A	D	SD	The teacher seems confident and knowledgeable.
2	SA	A	D	SD	The class can easily deceive the teacher.
3	SA	A	D	SD	The teacher knows what she (he) is talking about.
4	SA	A	D	SD	I like this teacher.
5	SA	A	D	SD	This teacher has 'favorites' in class.
6	SA	A	D	SD	This subject is quite interesting.
7	SA	A	D	SD	Quite a boring teacher.
8	SA	A	D	SD	Discipline is a problem in this class.
9	SA	A	D	SD	This subject is easy to follow.
10	SA	A	D	SD	The teacher considers teaching a chore.
11	SA	A	D	SD	The teacher seems to talk down to students.
12	SA	A	D	SD	The class material is poorly organized.
13	SA	A	D	SD	This class is not much fun.
14	SA	A	D	SD	The teacher seems to feel afraid she (he) will do something wrong.
15	SA	A	D	SD	The teacher gives extra attention to students willingly.
16	SA	A	D	SD	I think this teacher teaches quite well.
17	SA	A	D	SD	Out of all the teachers I have had, this teacher ranks quite high.
18	SA	A	D	SD	The pace of teaching is too slow.
19	SA	A	D	SD	The teacher seems confused.
20	SA	A	D	SD	The tests are too difficult.
21	SA	A	D	SD	Generally, the teacher seems well organized.
22	SA	A	D	SD	The teacher changes the method of teaching to suit the occasion.
23	SA	A	D	SD	An exciting teacher.
24	SA	A	D	SD	I would like to have another teacher like this one.
25	SA	A	D	SD	This class is a waste of time.
26	SA	A	D	SD	Overall, this subject is one of my favorites.
27	SA	A	D	SD	The text material is very good.
28	SA	A	D	SD	More teachers should be like this.
29	SA	A	D	SD	This class is quite rewarding.
30	SA	A	D	SD	Not much is gained by studying this subject.
31	SA	A	D	SD	The teacher encourages new ideas and viewpoints.
32	SA	A	D	SD	Homework assignments are helpful in understanding the subject.
33	SA	A	D	SD	Not enough student discussion.
34	SA	A	D	SD	The teacher has a thorough knowledge of the subject.
35	SA	A	D	SD	The types of test questions used in this class are good.
36	SA	A	D	SD	The teacher does not explain things very well.
37	SA	A	D	SD	An uninteresting teacher.
38	SA	A	D	SD	This class is one of the poorest of all my classes.
39	SA	A	D	SD	The teacher gets off the point too often.
40	SA	A	D	SD	Many other teachers I have had can teach better.

SAMPLE MARKS:

USE PENCIL ONLY

a) SA ▌ D SD
b) SA A ▌ SD
c) ▌ A D SD
d) SA A D ▌

RESPONSE CODE:

MARK SA — IF YOU STRONGLY AGREE WITH THE ITEM
MARK A — IF YOU AGREE MODERATELY WITH THE ITEM
MARK D — IF YOU DISAGREE MODERATELY WITH THE ITEM
MARK SD — IF YOU STRONGLY DISAGREE WITH THE ITEM

DC 6204

OPTICAL SCANNING FORMS by OPTICAL SCANNING CORPORATION